

What Your Child Will Learn in Elementary Reading/English Language Arts (R/ELA)

Grade 1

Vision: All students equipped with literacy skills that will empower them to become lifelong learners.

Mission: To develop capability and cultivate interests that allows all students to develop into literate, college or career ready individuals.

Philosophy: The Elementary English Language Arts framework consists of the teaching and learning in the areas of reading, writing, language, and speaking & listening. Each component is a complex, integrated network requiring equal attention to fully develop a student's capacities to become a literate individual. The ELA integrated literacy framework considers the incorporation of systematic, explicit instruction, assessment for and of learning, responsible use of technology and uses evidence based best practices. The integrated literacy classroom is child centered, developmentally appropriate, promotes thinking based learning, and ensures access for all. The integrated literacy teacher models lifelong learning, makes informed professional decisions and strives to build positive relationships.

What is an integrated Reading/English Language Arts program?

Integration of Content and Skills

Literacy in the 21st Century requires that students be critical readers, fluent writers, and strategic thinkers who make use of multiple media sources to connect, interpret and express ideas. The Calvert County Public Schools Reading/English Language Arts Curriculum provides opportunities for students to develop the skills necessary to be productive, literate citizens in tomorrow's world.

The CCPS R/ELA curriculum is based on the philosophy that students learn best when content and processes are taught together. The curriculum integrates the processes of reading, writing, speaking, listening, and language arts through various text genres and multimedia sources. Because these five language processes begin and continue to develop in conjunction with each other, the process approach to teaching English language arts fosters a natural and balanced integration of reading, writing, listening, speaking, and viewing. Integrating language processes within a context encourages students to transfer the knowledge and skills learned to everyday situations in and out of school.

Curricular Organization

The organizing framework for the CCPS R/ELA curriculum is built upon integrated thematic units. Integrated units bring together literacy concepts around a common theme or topic area.

Reading, writing, language, and speaking/listening instruction are blended within a unit of study so that students will read about an idea or issue, write about it, conduct related research, make appropriate language choices to express it, and collaborate, speak, and listen with colleagues and peers about the given theme or topic.

Reading texts come from both informational and literary sources and multimedia. Texts can be read by the teacher, with a partner or independently. Writing assignments include informational, argument, and narrative writing related to the readings and the theme or topic. Research skills, language study and speaking/listening are woven into the assignments and instruction as well.

While the Reading/ELA curriculum is implemented in an integrated approach, the bullets below note learning targets and content standards embedded within curriculum.

Demonstrate Phonics and Word Recognition

- Recognize and use two to three letter clusters (blends, digraphs) that represent consonant sounds (e.g. bi, sn, ch, thr).
- Hear and identify long and short vowel sounds in words.
- Recognize and use some simple letter combinations that represent long vowel sounds.
- Recognize and use possessives that add an apostrophe and s to a singular noun.
- Recognize and understand contractions with am, is, will, and not.
 - Identify and use 100 high frequency words.
- Use known words to monitor reading and spelling.
- Use known words and word parts (onsets and rimes) to help in reading and spelling new words (e.g. sh-ake).
- Break words into syllables to read or write them.

- Change the onset or rime to make a new word.
- Use letter-sound information in coordination with meaning and language structure to solve words.

Demonstrate Fluency

- Read with sufficient accuracy and fluency to support comprehension.

Demonstrate Comprehension of Literature

- Ask and answer questions about key details in text.
- Retell stories including key details and demonstrate understanding of the message.
 - Describe characters, settings, and major events in the story.
- Identify words or phrases in stories or poems that suggest feelings or appeal to the senses.
- Explain major differences between books that tell stories and books that give information.
- Identify who is telling the story at various points in the text.
- Compare and contrast the adventures and experiences of characters in stories.

Demonstrate Comprehension of Informational Text

- Ask and answer questions about key details in text.
- Know and use various text features to locate information in a text.
- Identify the reasons an author gives to support points in a text.
- Identify basic similarities in and differences between two texts on the same topic.
- Evaluate a text based on the personal, world, or text knowledge.

Respond to Text in Writing in a Variety of Ways

- Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide a sense of closure.
- Write informative texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- Write narratives in which they recount two or more appropriately sequenced events; include some details regarding what happened, use time order words to signal event order, and provide some sense of closure.

Demonstrate Comprehension and Collaboration When Listening and Speaking

- Participate in collaborative conversations.
- Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Present Knowledge and Ideas Through Speaking

- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Demonstrate Conventions of Standard English When Speaking or Writing

- Capitalize dates and names of people.
- Use end punctuation for sentences.
- Use commas in dates and to separate single words in a series.
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Acquire and Use Vocabulary

- Recognize and use a variety of compound words.

- Recognize and use synonyms and antonyms.
- Build vocabulary by increasing level of word and concept-based knowledge (important words, useful words, multiple meaning, and challenging words).